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# THE TEACHERS COLLEGE JOURNAL

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The March issue is devoted to a project of the Teachers College Personnel Association. The initial article by Dr. Lonzo Jones gives the scope and purpose of the work.

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# There Was A Veil Past Which I Could Not See

Nothing has been more written about and more sighed over in recent years than personality. Those of us who have lived with youth in the second dozen of years, which ordinarily see them through high school and college, have a wholesome respect for the mysteries of personality. We have seen rich and we have seen starved personalities. Sometimes we have had glimpses behind veils of the forces that have made the personalities rich or starved.

Day after day we commit ourselves to the fashioning of full, rounded personalities. Sometimes in our blundering we have the opposite effect. I wonder if it isn't easier to make a Stradivarius violin than to make a personality. Each is a product of more than materials and technical know-how. Maybe somewhere, somehow, a Svengali made a personality exactly as he wanted it. Most of us can hope only to work on the margin of the intricate pattern of habits, attitudes, interests,

health, memories, and emotions that comprise a human personality. If, through our sympathetic labors, we succeed in making the total personality bend toward fullness rather than toward emptiness, we can well feel pleased. If, through completely unopinionated

students believe us. Occasionally we can answer questions with facts one, two, three. That is a kind of counseling, and I would not disparage it. Nor would I deprecate the little pep talks and the "Dutch uncle" scoldings every counselor must know how to give.

For young people at ease with the world these things are wise and good. Let us have more of them.

But there are stubborn doors and veils behind which dark fears and hates are brewing future crimes and insane crusades to shock the world. Because of these we must learn how to work with youthful minds and hearts.

We must know how to find the rotten spots before the fruit is spoiled. Nothing we can teach in classes is half so important as what we can do to make boys and girls feel that they belong, that they are needed and respected. If we can really give them this, we will be making a good society.

J. E. GRINNELL

The Teachers College Journal seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

and selfless searching deep below for the cross currents driving a disturbed personality, we can bring about the sense of belonging in just one person, we will have reason to be proud.

To sit back and expand in the genial glow of our superior knowledge and long experience while we tell inattentive students what to do with their lives is comfortable. It feeds our ego. Sometimes

# The Personnel Study of The A. A. T. C.

Lonzo Jones

*Coordinator, Student Personnel Services  
Indiana State Teachers College  
Terre Haute, Indiana*

The Teachers College Personnel Association sought, through its executive committee, from 1942



forward an affiliation with the American Association of Teachers Colleges which would enable it to render a more effective leadership in the promotion of the individual student's educational and

personal progress. This affiliation was affected at the 1946 annual meeting of the American Association of Teachers Colleges. Soon thereafter the Standards Committee asked one of its members, President O. W. Snarr, to invite members of the Executive Committee of the Personnel Section and one other college president to serve with him as a committee to consider an appropriate survey of personnel procedures in the teachers colleges. A small budget was ear-marked for the use of the committee.

President Snarr invited President John R. Emens of Ball State, Dean M. J. Nelson of Iowa State Teachers, Dr. George H. Hilliard of Western Michigan College of Education, and myself to join him in carrying out this assignment. This Committee has met three

times in Chicago and once in Atlantic City to work out policies governing the survey and to construct the trial form which each college represented in this conference has filled out and returned. As a result of our deliberations, the following principles, quoted from the minutes of the meeting of February 3 and 4, 1947, were agreed upon.

1. To create a "vehicle" which would enable the colleges to recognize and list their student personnel problems.

2. To circularize the colleges with this "vehicle" giving them opportunity to report on those areas of personnel service which they feel they are doing very satisfactorily and to indicate those areas in which they feel they need assistance.

3. To collect from those colleges which report "very satisfactory" detailed reports on how they get the job done in these specific areas. It is hoped that by careful selection such successful procedures may be collected from as many as 8 or 10 colleges for each service area of the questionnaire.

4. Finally, a brochure, leaflets, or a handbook may be compiled which will serve as source material for developing good personnel practices on each teachers college campus.

In late February 1947 in Atlantic City, the Standards Committee approved these general principles and the questionnaire outline.

The Personnel Committee then completed and mimeographed the questionnaire in the form in which it was presented to each of the member colleges of the University of Chicago Teacher Education Conference under date of June 12, 1947. The questionnaire was accompanied by a letter from President Snarr from which I quote the following paragraph:

"The questionnaire accompanying this letter is being distributed to a limited number of teachers colleges for the purpose of determining its adequacy for securing information on personnel practices. On the basis of this trial effort the questionnaire will be revised and printed for use in a more comprehensive study. This preliminary study is limited to the members of the University of Chicago Conference on Teacher Education. The results will constitute the basis for one of the sessions at the October meeting this fall."

The study will continue throughout the year with the other colleges. Another report is planned for the Atlantic City meeting of the A.A.T.C. It is the hope of the Committee that this study will result in a valuable contribution to student personnel practices in the teachers colleges throughout the United States.

In brief the 12-page questionnaire covered the following topics:

- I. Those services which promote the student's progress toward his own educational goal at the level of his ability.

1. Recruitment—stimulating the interest of prospective students in the educational program of the college.

2. Admission and pre-registration orientation of beginning students.

3. Freshmen Week.

4. Personalized registration—personal attention to the enrollment of each student in courses appropriate to his educational objective.

5. A required orientation  
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# The Problems of Recruitment Activities

Grace Armstrong

*Mankato State Teachers College  
Mankato, Minnesota*

Mankato State Teachers College has not yet organized a "well-defined, clearly understood, and stable policy of recruitment." Through the years various efforts have been made to interest high school seniors and graduates, their parents and other patrons in the college. However, evaluation techniques have not been devised to measure the effect of these efforts on enrollment. Furthermore, a distinct line can not be drawn between activities directly aimed at recruitment and those intended to foster good public relations but indirectly influencing recruitment.

Because it is assumed that representatives of other institutions are interested in activities that may promise in a recruitment program, this paper will include descriptions of several methods that have been or are being used to promote interest in Mankato State Teachers College on the part of high school students or individuals who may influence them. The activities are in no sense unique but their variety may stimulate other suggestions.

The faculty of the college believe that the yearly catalog is an important factor in recruitment. Considerable effort is expended to provide an accurate, clearly organized, and concise description of the work of the institution. Preparation of the catalog is directed by a committee on publica-

tions. This committee is responsible for planning the organization, although the gathering and assembling of material is done by the appropriate members of divisions or units. It also exercises vigilance in evaluating each issue and endeavors to bring about improvements that will increase the usability of the publication.

A clear-cut organization, simplicity of statement, and an accurate setting-forth of the opportunities the college offers its students are standards by which the catalog may be judged. Pictures are customarily omitted. Arrangement of material and size of type contribute to attractive appearance and readability. Objectives of the college are given, curriculums are outlined; requirements for admission, scholarship standards, and graduation requirements are plainly stated.

The summer session catalog supplements the yearly bulletin and stresses the summer school offerings without outlining curriculums and describing admission and graduation requirements.

Copies of the main catalog are mailed to high school superintendents and principals, to public and school libraries, and to newspapers in the Mankato area. Packages of the summer session catalog are sent to superintendents for distribution among high school seniors. Since the intent is ob-

viously to interest young people in beginning college work the first summer after graduation, this catalog might well be scrutinized for its recruitment appeal.

Both catalogs are numbers of "School Progress", a bulletin issued quarterly by the college. Non-catalog numbers are mailed to elementary and junior high school teachers and to school libraries in the area. One on health and physical education, published in May, 1947, is an example of an issue that might well prove attractive to high school seniors. A copy is on display.

A limited number of copies of the "Katonian," the student yearbook, are available for distribution to high schools. The schools to which they are sent are chosen by a committee and are those that have shown interest in the college.

The college newspaper, the "College Reporter," is sent on an exchange basis to high schools publishing a school paper.

Leaflets have been prepared from time to time and used for recruitment purposes.

During the current teacher shortage the Bureau of Recommendations has made a practice of enclosing leaflets supplied by the National Education Association in letters sent to superintendents or other employing officials in the hope that they will exercise their guidance opportunities to interest young people in teaching.

News releases regarding local students are sent to home town newspapers. These may tell of a single incident, as for instance election to an office in a college organization, or they may cite several activities in which the student has participated. Many such releases go out every week, often accompanied by pictures. There is evidence to indicate that practically all of them are published. Other news releases and a newsletter to parents give publicity

*(Continued on Page 109)*



# Pre-Registration Counseling

Helen S. Moor

*Dean of Women  
Northern Illinois State Teachers College  
DeKalb, Illinois*

The program of counseling students prior to their matriculation at the Northern Illinois State Teachers College is conducted on a very individual personal basis.

First contact with the prospective student is made in several ways. It may be made at the high school either through an organized college day event which the high school arranges in cooperation with the Association of College Admission Counselors, or through individual conferences which have



been pre-arranged by a representative of the college. Often the prospective student visits the college, perhaps as the result of a conference at the high school, or in response to a written invitation, or on his own initiative. Students are always urged to make such a visit in order that they may see what the college is like. Since most of the students come from a distance of not over seventy-five miles, this is not difficult for them to do.

When a prospective student visits the campus either before or after he has filed an application for admission he usually has interviews with the director of admissions and with the dean of men or the dean of women. He may also consult the head of his intended major department. If he

comes to the campus while classes are in session, he may visit classes in which he is particularly interested and he may also visit the training school. Often a tour of the campus is conducted by an upper class student. He is often entertained at the women's dormitory for lunch. The personnel offices are open during all vacations for the purpose of being available to such visitors.

The application for admission has two parts, the first of which is filled out by the student and the second part by the high school administrator. A great deal of information of use in counseling the student is contained in this application: his high school record including his rank in his graduating class and scores on intelligence tests, other educational experiences and goals, his choice of a major and minor, extra-curricular activities, personal history and family status including his place of birth and that of his parents, education of parents, language spoken in the home, occupation of father and mother, number, age, education and occupation of siblings, his vocational experiences and health status.

After his application for admission has been approved, he receives a letter from the director of admissions which contains a notification of his admission and a permit to register. The director of admissions sends his name to the health clinic and to the dean of men or the dean of women. Both

of these officials write to the student.

The health clinic sends a health blank which must be filled out by the student's own physician and dentist. Instructions for the examinations, a statement of policy concerning vaccination and information about the student health service are also enclosed.

The dean of men or the dean of women writes a personal letter which contains a word of welcome, information about housing, and the Freshman Week program in outline form. The letter is similar to the following which is sent by the dean of women:

"This is written as a preliminary welcome to Northern Illinois State Teachers College. Although I have met many of you personally and corresponded with many more, I want to say again that we are looking forward to your coming. We hope that your new school life will live up to your anticipations in intellectual achievement, fine friends, and wholesome recreation. We, in the Dean of Women's Office, will want to become well acquainted with you and hope that you will come into the office often during your college life. We are on the campus for the sole purpose of being of service to the women of the college and to help them make whatever adjustments are necessary in undertaking college work.

We are busy making plans for Freshman Week, and I want to tell you something about them now. The opening assembly will take place at 8:00 Tuesday morning, September 9. In order to be here on time, you should plan to come to DeKalb the day before. Freshman days are a combination of testing to find out about your preparation and ability, of lectures which give you information about the college in order to help you become better adjusted to it, and recreation which will help you become acquainted with your fellow students and introduce you to some of the pleasantest features of college life. Do not worry about the tests. They will not affect your entrance to college. They are given to help us in plac-

*(Continued on Page 110)*

# The Freshman Orientation Course

Lord E. Grimes

Dean of Student Personnel Services  
Central Missouri State College

The course in freshman orientation at Central Missouri State College has for its chief purpose the development of effective college living. It is concerned with such problems as orientation to college life, the use of the school library, methods of study, health problems, and life goals and values. The students are encouraged in self-direction.



There are ten units or lecture outlines, and wherever possible, references are listed which will provide readings for those who wish additional information. A course such as this can be built only by the cooperative efforts of a number of individuals. Each unit has been developed by the person giving the lecture. However, the Personnel Cabinet has determined the topics to be discussed and has assisted in the administration of the course.

There are five hundred and fifty students enrolled in the course. They have been divided into four sections. Each member of the staff repeats his lecture four times. Lecture periods are of one hour duration, and a short ten minute test is administered at the beginning of each class period. Students receive a letter grade and one-half hour of college credit. The class meets regularly once each week at 10:00 a.m. on Thursday.

In the light of the experience of the present year, it is intended that the course will be reorganized and improved by the opening of the 1948 fall term. Students are finding it a valuable addition to their college course, and attendance is almost one hundred per cent. Furthermore, instructors report an active interest on the part of the students enrolled in the course.

The following directions to students and illustrations of lecture outlines are quoted directly from the syllabus:

## TO THE STUDENT

For the past twenty years there has been a rapid growth of interest in "orienting" students to "college life" in most institutions of higher learning. Such an orientation course is especially important at Central Missouri State College because of the varied and complex organization of your College. You will find over two hundred courses from which choices may be made. There are over eighty faculty members whom you will wish to know and who are always anxious to be of assistance to you. The extra curricular life of the College includes forty-one organizations, social, general, honor, and departmental. It is therefore evident that your College is a complex organization and that college life is far from simple.

From the standpoint of your social adjustment, you will find many of your activities are different from those to which you have been accustomed. Your College has a well-planned program of recreational activities. A director of recreational activities will assist you and your organizations in planning various social

events. You will find that your circle of friendships and acquaintanceships will be increased. Some students are apt to feel rather severely the dislocations that inevitably occur in all of these social readjustments, but the recreational programs are planned to assist you in making those necessary adjustments as quickly as possible.

Two of the lecture topics in this course will be devoted to "Making the Most of Your Study Time." Effective study means effective control of one's mind and the development of useful habits of work. It involves the acquiring of such information and knowledge through reading, observation, experimentation, and association with others. You will find that you have far more freedom in this matter than you have known before. Hereunto, you have had regular study periods with supervision by your teachers. This will no longer be the case and how you make use of your study opportunities is largely up to your own initiative. The faculty and your adviser will do everything possible to assist you. In learning to study, you are learning to think and live.

Probably the greatest adjustment which most freshmen have to make is the transfer from partial direction of many activities by parents and other members of the family to the relatively independent life of the college student wherein he makes most of his own decisions. Sometime he is lonesome and ill at ease among all of the sophisticated upperclassmen, but one should continually bear in mind that the upperclassmen also were unsophisticated beginning freshmen a short time ago. They also felt ill-prepared for college life, and were quite bewildered as to what it was really all about. Therefore, your College has done four things to enable you to face realistically your adjustment to college life. These include (1) an intensive freshman week program which will assist you in getting acquainted with the college routine; (2) provisions for a well-rounded program of extra-class activities to meet your social needs; (3) a curriculum so organized as to meet your cultural and vocational

(Continued on Page 111)



# The Advisory System

C. H. Allen

*Head, Division of Personnel Service  
Northeast Missouri State Teachers College  
Kirksville, Missouri*

One distinct phase of Student Personnel Services in the Northeast Missouri State Teachers College is taken care of through the Bureau of Guidance in its system of faculty advisers. Each student



upon entering the college is assigned to a definite faculty member from the group chosen to serve as official advisers. The advisers in the General College (Freshmen and Sophomore year)

are selected by the head of the Division of Personnel Service with the approval of the president. They are asked to serve as representatives from the various subject matter fields in which they teach and are chosen because of their recognized interest in students and their judged fitness to advise with them in their educational and personal problems. In the College of Professional Education (Junior and Senior years) the heads of the Instructional Divisions serve as ex-officio advisers to the students majoring in their respective areas.

The advisory system as outlined here recognizes as the philosophy of the college that the first two years should provide students with a broad, cultural background to be followed by two, or preferably three, years of specialized professional education. Therefore, all students in the General College

desiring to meet degree requirements must take very much the same basic outline of courses with limited opportunity to choose in their own special interest fields. However, with the large increase of veterans students seeking wide range of vocational and pre-professional training, the selection of courses even in the first two years has been modified accordingly. This has placed new and greater responsibilities upon the advisers in planning educational programs for their advisees.

The assigning of students is not altogether arbitrary *but is determined by the subject or area interest indicated by the student at the time of registration.* He is given a mimeographed sheet containing a rather complete list of suggested academic fields and educational objectives with the request that he check the one which best describes his subject interest or possible educational goal. He in turn is assigned to an adviser who himself has specialized in the student's proposed field of interest. Students who find themselves uncertain as to any particular subject interest are assigned to advisers who are specially chosen to advise and counsel with them. While this plan of assignment sometimes results in very unequal distribution of students among advisers, it is still thought to be much better than a purely arbitrary division on an equal distribution basis.

New advisers are assigned when students report changes in

their subject interests or when they decide to work toward new educational goals. In the case of veterans under Government subsistence such changes oftentimes must be supported with counseling procedures approved by the Veterans Administration. When the student has completed sixty hours of work toward his degree, he is transferred from General College to the Professional College of Education and is put under the direct supervision of his major professor serving as his adviser.

Upon entering the Professional College the student through his major professor makes formal application for candidacy for a degree. Such application is subject to the approval of both his Division of Instruction and the Faculty Council. In case a student is not approved as a suitable candidate for a degree, he is so informed by his major professor. Also, he is advised as to the reason for such disapproval and every effort is made to help him remove his deficiencies. This plan of procedure faces the student with his shortcomings in time to try to do something about them. Too often college students are allowed to approach graduation time before being made aware of existing conditions which will keep them from receiving their degrees. In many instances, these conditions might have been corrected if they had been known in time.

An important phase of the advisory system in our college is embodied in our system of student personnel records. A permanent indexed folder is opened for each entering student in which are placed all the facts pertaining to his academic and social achievements while in school. The scores made on Freshmen and other objective tests are recorded both in tabular and graphic form. Participation in campus organizations, special scholastic and social

*(Continued on Page 113)*



# Student Counseling at Indiana State

Lonzo Jones

Coordinator, Student Personnel Services  
Indiana State Teachers College  
Terre Haute, Indiana

The counseling program now under way at Indiana State Teachers College is one of the many student personnel services to be coordinated through the recently established Personnel Division of the college.<sup>1</sup> The term *counseling* is used deliberately (rather than *advisory* or *guidance*) in recognition of the mature level which college students have attained and to emphasize the right of choice and the responsibility of decision which a virile democracy imposes upon its young adults. The student is expected to acquire and exercise the mature responsibilities of self-direction, self discipline, and self-reliance. His individuality is to be respected. He is to be neither coddled nor coerced.

There are a number of educational levels or *critical thresholds* at which counseling is desirable for the potential college student. Prior to his enrollment in any college, the high school senior should make a searching inquiry into the following questions:

1. *Shall I go to college?*<sup>2</sup> Do I have the love of learning, the

intellectual capacities and aptitudes required at the college level, the will-power to manage my own time and to acquire skill in learning, the financial resources (or the extra margin of energy and ingenuity required to earn my own way);—in short, have I what it takes to make good at the college level of learning?

2. *What is my educational and professional goal?*<sup>3</sup> Shall I qualify to be a teacher, an engineer, a minister, a doctor, a dentist, a nurse;—what shall I educate myself to be?

3. *Which college shall I attend?*<sup>4</sup> The one closest home; the one my friends or family have attended, or the one whose curricula, facilities, and faculties are especially designed, qualified, and selected for the type of education I seek?

Ideally, these pre-enrollment thresholds will be crossed before the end of the senior year in high school. The responsibility for counseling at this level rests with the high school faculty and administrative staff. The college has no

College, Public School Publishing Co., Bloomington, Ill.

<sup>3</sup> "Choosing a Career," Occupational Monograph No. 7, Science Association.

<sup>4</sup> Halle, Rite—*Which College?* Also current catalogs of colleges designed to serve the interest selected.

intention of pre-empting or even invading this area. Yet it has a joint responsibility along with post-high-school institutions to supply the high school counselors and students with information upon which they can depend in weighing the evidence and making the decisions with regard to the above questions.

Indiana State Teachers College Catalog is written with these purposes in view. Through its office of Public Relations, leaflets and bulletins are being prepared. The Director of Alumni Relations, the Director of Teacher Placement, and other members of the college staff are frequently in the high schools of the state and are available for personal conferences with high school students and their counselors. Thus the college helps in the pre-enrollment counseling but does not take primary responsibility. Here several types of counseling are under way:

1. A letter of admission, signed jointly by the Registrar and the Director of Student Personnel, is sent as the student's formal application for admission is approved. This letter is accompanied by a trial program card and an explanation of the pattern of general and departmental courses for which he should enroll during the first year. A paragraph suggesting the study time required and achievement anticipated, based on his rank in his graduation class, is included. Essential reference readings in the current catalog, copy of which is sent him are cited, and some instruction regarding housing and employment are included. By summarizing many of these instructions in a neatly printed leaflet, this admission letter can be made more brief and more personal.

2. Faculty counseling is now operating at two levels within the college: *lower division* (freshman and sophomore years) and *upper*

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<sup>1</sup> In the winter of 1946, the report of the Faculty Committee on Student Personnel, recommending such a division, was approved. On April 15, 1946, the writer was appointed Coordinator of the services of this division.

<sup>2</sup> See Jones, Lonzo—*Shall I Go to*

# Student Health Service In Illinois Teachers Colleges

F. A. Beu

President, Western Illinois State College  
Macomb, Illinois



During World War II the colleges and universities in the United States were criticized by staff members from various branches of the service for the large percentage of our young men who were unfit for military service because

of physical defects. Although these criticisms were often of the omnibus type and not founded on facts, they did serve to make college administrators health conscious.

In 1946 the Superintendent of Public Instruction in Illinois and his staff carried on negotiations with the Kellogg Foundation to subsidize a health program in the five Illinois teacher-education institutions and the University of

Illinois. As a result this program was instituted in the fall of 1947 at all six institutions. Each college or university has a health coordinator, a health committee, and an individual institutional health program. One-half of the money to carry on the health project is provided by the Kellogg Foundation and one-half by the college. The project at each college is for a three-year period. Very little can be related in regard to these health programs at this stage as all of them started this fall, but in three years we should have some definite impressions and results to report.

What have the five teacher-education colleges and universities in Illinois been doing to meet student health services? Each one of the health directors at the five teacher-education institutions was sent a questionnaire on health practices. I am listing the replies.

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	Eastern	Normal	Northern	Western	Southern
A. College has a student health council composed of representatives from several health services and departments	1	1	3	1	2
B. Medical services supplied or required:					
1. Complete physical examination at the time of college entrance	1	1	2	1	1
2. Complete physical examination each year	3	4	4	1	3
3. Smallpox vaccinations	1	2	2	1	1
4. Innoculations - diptheria, etc.	2	2	4	1	3
5. Tubercular screening and x-ray	1	1	4	1	1
6. Medical consultations	2	1	4	1	1
7. Medical treatment and hospitalization	1	1	3	1	1
C. The dietary habits of students are aided by:					
1. College food services conforming to acceptable dietary and health standards	2	1	2	1	1
2. Health certificate required of all food handlers	3	3	4	1	1
3. Instruction on diet in orientation course	1	4	2	3	1
4. Dietary consultant for individual needs	2	1	4	2	1
D. Housing accommodations are inspected periodically and approved only when conforming to acceptable standards of:					
1. Space	1	2	4	1	1
2. Sanitation	1	2	4	1	1
3. Cleanliness	1	2	4	1	1
4. Orderliness	2	2	4	1	2
5. Freedom from fire and electrical hazards	2	2	4	1	1
E. Physical education is required of all students who have not been in military service and includes:					
1. A course in personal health or hygiene	1	1	2	1	1
2. Participation in a required activity program	1	1	2	1	1
3. Recreational activities while in college	1	1	3	1	1
4. Developing skill in some sport or game which can be followed in post-college years	1	1	2	1	1



# Training in Social Competence

Anna R. Keeton

Dean of Women  
Illinois State Normal University  
Normal, Illinois

To understand the program for developing social competence at Illinois State Normal University, certain factors must be remembered: (1) Our students come



mostly from rural areas, with limited social experience. (2) Since social fraternities and sororities are excluded from the campus<sup>1</sup>, the University must take responsibility for that portion of

social training which such organizations offer on some campuses. (3) We have no student union building, and we have dormitory residence for only 205 in a student body of 2052. For social events, we use our dormitories, our gymnasiums, and a small student lounge supervised by the Student Council in one of our classroom

<sup>1</sup> "During the ninety years since the founding of Illinois State Normal University, the formation of social fraternities or sororities of even a local nature has not entered the student life program. There is a belief that the University can function to better advantage and that a more democratic attitude and more complete participation in the life of the University may be possible without such organizations... This policy does not have any bearing upon the furtherance of the activities of scholastic and departmental honor societies."—Illinois State Normal University Bulletin, 89th Catalog Issue, 1947-48, p. 48.

buildings. Naturally we are discontented with present results, and are searching for improvements.

In our two dormitories, a planned program of social training is provided throughout the year. A mature householder for the men's dormitory supplements the personal attention of the Dean of Men, developing approved social habits through group living, dining room experience, and more elaborate social events such as teas, receptions, open house, and parties formal and informal. In the women's dormitory, reserved for freshmen, 19 junior and senior women are invited by faculty committee to become "Honor Residents" in a total of 151 residents.

These older students, chosen for social maturity and interest in counseling, are leaders in the Hall, under the guidance of the Director of the Hall, who is also the Assistant Dean of Women, and is specially trained in personnel work. Honor Residents do not room with freshmen, but are located in every corridor, with responsibility for the freshmen in their corridors. An upper-class woman sits at each table with a group of freshmen (table combinations are changed at intervals). At least once a day, service of plates by a hostess at each table is practiced, the Honor Resident serving the first week in the fall, and a different freshman serving each day thereafter. Dressing for more formal dinners on Wednesday evenings and Sun-

day noons is regular practice, and inviting guests is encouraged by providing a special menu for these occasions. House meetings, Honor Resident meetings with the Director of the Hall, and corridor meetings of Honor Residents with freshmen of their corridors provide opportunity for discussion of social maturity. Personal guidance by Honor Residents and the Director supplements group guidance.

A booklet on social behavior in the Hall, prepared by the 1946-47 Honor Residents, is put in the hands of entering freshmen residents. The suggestions range from such general advice as the following:

"Etiquette in the dining room at Fell Hall has been simplified to make it practical and yet sufficiently correct to keep a certain air of refinement at all times. It is up to every girl to do her part in maintaining the reputation of the Hall. The simplicity and refinement acquired as a result of constant use will some day be appreciated, for it will become quite natural for one to remain at ease and yet behave correctly."—*Life at Fell Hall*, p. 4.  
to such specifics as these:

"Common courtesies such as personal cleanliness, pleasant and low conversation including the whole table, dipping away when eating soup, breaking bread into four pieces before buttering it, placing knife on plate sharp edge to center, taking spoon out of cup when finished stirring, swallowing food before talking, and refraining from talking to the waitress are naturally to be observed. If in doubt about what to do, observe the hostess."—*Life at Fell Hall*, p. 5.

Because they believe the suggestions can be refined and improved, the 1947-48 Honor Residents are preparing a revision of the booklet, and no doubt many such revisions will succeed in following years, with consequent social education for both freshmen who use the resulting booklets and the

(Continued on Page 118)



# The Psycho-Educational Clinic

George H. Hilliard

*Director of Student Personnel and Guidance  
Western Michigan College of Education  
Kalamazoo, Michigan*

## I. Introduction

The Psycho-Educational Clinic at this college was established in 1932 under the leadership of Homer L. J. Carter. It has had a steady growth from its beginning and has become increasingly more important in the college from year to year. It serves the faculty, the admissions officer, and the general public, and is especially helpful to the Division of Student Personnel and Guidance.



Its purpose is to provide psychological service for children and adults, centering not only upon diagnosis but upon remedial measures as well. It is the plan of the clinic, whose laboratory is equipped with modern psychological apparatus, to train a number of competent students to deal with psycho-educational problems involving academic, social and emotional maladjustment and with educational and vocational counseling. cooperating with the Office of Student Personnel services. The personnel cooperating in these clinical studies consists of a director, two associate directors, and six student assistants, members of the Health Service, members of the Speech Clinic, and local psychiatrists, pediatricians and ophthalmologists. The average case load each month has

consisted of approximately fifty-two clinical, advisory and vocational problems. About 34% of these cases are referred by social and relief agencies in Michigan, 35% by school authorities, 18% by parents and relatives, 10% by other persons and organizations and 3% by private physicians. The clinic also maintains a reading laboratory which is available to college students and which assists in developing both general and specific reading skills.

## II. Detailed Functions of the Clinic

A breakdown of the functions of this clinic is given below. This is taken from the annual report of the Director for June 1947.

1. To cooperate with seventeen institutions, organizations and individuals in the state of Michigan in the study of maladjusted persons.
2. To enlist the services of certain faculty members and local physicians in providing clinical services.
3. To summarize and interpret, in conference, data resulting from clinical study of the individual and to prepare detailed reports and recommendations.
4. To provide clinical aid to students on campus.
5. To aid adults in solving problems involving family relations.
6. To provide aid in the selection of candidates for admission to training at Bronson Hospital.
7. To provide clinical service

and educational guidance for individuals referred by the Michigan State Board of Control for vocational Education.

8. To direct and supervise the work of the Reading Laboratory on the Western Michigan College.

9. To provide the teaching personnel for the course Introduction to Learning and Adjustment.

10. To direct and supervise the measurement program on campus.

11. To cooperate with the Psychological Corporation in training and directing student interviewers.

12. To provide laboratory and clinical testing as required by the Veterans Administration.

13. To conduct research in fields of educational and clinical psychology.

14. To train advanced psychology students in the techniques of testing and interviewing and to provide an opportunity for them to participate in clinical cases.

## III. Plans for Expansion of the Psycho-Educational Clinic.

1. During the year 1947-48 plans have been completed to permit the enrolling of one hundred individuals each semester in the Reading Laboratory.

2. The Psycho-Educational Clinic expects, if its personnel permits, to provide at least two additional sections in the course Introduction to Learning and Adjustment.

3. The personnel of the Psycho-Educational Clinic has initiated a change in its policy of scheduling and handling clinical cases involving the maladjustment of children; i.e., no case will be accepted without the recommendation or concurrence of the family physician as well as results of a physical and medical examination. No case involving academic maladjustment will be accepted unless

*(Continued on Page 119)*

# Student Personnel Administration

Orvin T. Richardson

*Dean of Student Affairs  
Ball State Teachers College  
Muncie, Indiana*

In the organization of an effective Student Personnel program there are two phases that are basic to its successful operation and performance. They are detection and referral. It is of great importance that student



problems are *detected* and then *referred* to the proper place for remedial treatment as rapidly as possible. Adjustment to college life is one of the major areas of difficulty for students so it is the freshmen who require the greatest amount of attention.

Beginning with the autumn term 1947, Ball State Teachers College inaugurated an orientation course called "Introduction to College Life." During this term the course was required of all students new to the college, with the exception of transfer students. Veterans were classified as transfer students and therefore were exempt from the course. Approximately 750 students who took this course were divided into 19 different sections, making an average of 39 students in each section. Nineteen teachers taught this course and each was designated as an advisor to the students in his or her group. It was through these advisors that many of the personal problems of the freshmen were discovered and directed to

the appropriate channels for assistance.

The teachers were regarded as advisors rather than sponsors or as counselors because they performed a more important function than is usually associated with a sponsor; however, since these advisors were taken from the regular teaching staff they could not be expected to give specialized aid. The testing program was explained, as well as the use and interpretation of the test scores, and they were told of the places to which they could refer students who had particular problems.

A brief summary of the places to which the advisors could refer students gives an indication of what was attempted for students:

1. Students who appear to have health problems could be referred to the Health Service.

2. Students who were encountering difficulty with their vocational selection could be referred either to:

- a. If veterans, the Veterans Guidance Center.

- b. If non-veterans, to the college testing bureau to have additional tests administered in order to assist in making better vocational choice.

3. Students with spelling and writing handicaps could be referred to a spelling and writing class.

4. Students with reading difficulties could be referred to a reading clinic.

5. Students with speech and

hearing difficulties or deficiencies could be referred to the speech and hearing department.

6. Students, if they were veterans, suffering from nervous or emotional disturbances could secure psychiatric treatment through the Veterans Guidance Center.

The teachers of the Orientation Course were furnished with the percentile ranks of each student in their class earned on the orientation tests taken at the beginning of the school year. These tests had been machine scored at Indiana University and were in the hands of the teachers within a period of two weeks after the beginning of the term. Each teacher secured additional information about his advisees and had conferences with each of them. It is important that the teachers know the capabilities of their advisees and encourage them to perform up to their maximum capacity. For example, a student who ranked the upper tenth percentile was therefore told that a very high quality of work was expected of him.

The subject matter of the Orientation Course was determined after a series of conferences with department heads, and faculty. In addition, upper classmen were consulted about problems they had encountered when they were beginning students. An attempt was made to anticipate a number of the problems that beginning students would meet. An indication of these problems may be noted in the titles of the units of the course.

The following nine units constituted the major portion of the course:

1. Purposes and Standards in High Education with particular reference to Ball State Teachers College.

2. How to use the Library and its related facilities.

3. Becoming acquainted with



the college resources.

4. Becoming acquainted with the community resources.

5. Effective study habits.

6. Personal Problems.

7. Social Relationships.

8. Vocational and Professional opportunities.

9. Life goals and values.

In addition, special lectures were given on the facilities of the Health Service and how to best use these facilities.

From the instructional side visual aids were used extensively and student participation through panels and discussion were encouraged. This proved particularly effective in the discussing of social competency, etiquette, boy-girl relationships, fraternities and sororities, and similar topics. The institution was fortunate in securing the assistance of a specialist to discuss personal problems such as sex relations, drinking, and personal health. The discussions proved that the students were very much in need of assistance on these personal problems.

Preliminary evaluations of the course Introduction to College Life indicates that the subjects covered in this course were those which were problems for the freshmen. Greater emphasis needs to be placed on a number of the units.

The successful operation of an effective student personnel program requires an understanding and close cooperation among all branches of the administration of a college. In the administrative organization on the Ball State Teachers College campus there are three persons who meet with the President to discuss the different phases of school program. First, Dean of the Faculty is concerned primarily with the instructional phase. Second, the Controller is concerned with the financial affairs. And third, the Dean of Student Affairs is concerned with

the personal problems of all students. Once each week these three officers meet with the President of the College to discuss the problems in his respective area. Through these sessions each is made aware of the problems in the areas other than his own and closer cooperation and a better understanding of the whole institution is gained.

The office of the Dean of Student Affairs at the Ball State Teachers College was recently organized and the following offices and duties were included as part of its function:

A. Dean of Student Affairs.

1. Registrar.

a. Recruitment

b. Admissions.

c. Registration.

d. Records.

2. Student Counseling.

a. Freshman Orientation.

b. Academic counseling.

c. Personal counseling.

d. Health.

e. Etc.

f. Veterans counseling.

g. House counselors.

3. Testing service

4. Student affairs (social, religion, etc.)

a. Men's affairs.

b. Women's affairs.

5. Student housing.

a. Men's housing.

b. Women's housing.

6. Student employment and placement service.

7. Scholarship and loan funds.

8. Student publications.

9. Placement office.

10. Alumni affairs.

The improvement and coordination of all these services are basic requirements of personnel administration.

**Jones . . .**

(Continued from Page 98)  
course for freshman during their

first term in college.

6. Assignment of each freshman to a faculty counselor.

7. Progressive selection and elimination of students is practiced following well established standards and regulations.

II. Those services which contribute to the students personal and social well being and development.

1. Student Health Services.

2. Student housing services.

3. Financial aid for students.

4. A program for developing social competence in students.

5. The religious life of students.

6. The student council.

7. Special Clinics.

8. Citizenship and discipline.

III. The administrative organization of the Student Personnel Service Division.

1. Some basic principles.

2. Administrative Organization.

3. Personnel records and forms.

4. Office arrangements.

The following symbols were used by each college in evaluating its own practices in these several phases of student services:

1. Use the symbol "1" to indicate: "This service is effectively established and working satisfactorily. We would be pleased to have others know about it."

2. Use the symbol "2" to indicate: "This service is fairly well performed on our campus. We are making progress."

3. Use the symbol "3" to indicate: "This service is not working well on our campus. Plan to do something about it."

4. Use the symbol "4" to indicate: "The need for this service is not recognized on this campus. We get on very well without it."

The following table summarizes the response of the sixteen colleges which responded. The numerals in the heading of the table refer to the numbered services



listed above—19 in all. The numerals opposite the name of the college indicate the self-estimated standard of accomplishment in each of the 19 services in that particular college.

It is obvious that the returns on any "Vehicle" such as this self-evaluating questionnaire will represent both practices actually in

effect and the evaluator's opinion of the quality of those practices. Some evaluators are chronically pessimistic—one may believe—while others have an aura of optimism about them.

Several of the colleges have agreed to participate in this program in order to share with all of us their experience in given

aspects of personnel service. In each instance the participant is speaking on an aspect of personnel service on which his college gave a self-rating of "effectively established."

Each speaker is asked to write up his presentation for publication in a special edition of the *Teachers College Journal*.

**A SUMMARY OF RESPONSES TO THE PERSONNEL QUESTIONNAIRE  
BY SIXTEEN COLLEGES IN THE UNIVERSITY OF CHICAGO  
TEACHER EDUCATION CONFERENCE**

Three Major Divisions	I							II								III			
Numbered Subdivisions	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4
1. Eastern Illinois	2	2	2	1	2	3	3	2	2	2	2	-	2	3	-	2	-	2	3
2. Northern Illinois	2	1	1	2	3	3	3	2	-	1	2	2	2	2	2	2	-	1	2
3. Southern Illinois	1	2	2	2	4	2	2	2	2	2	2	2	2	3	2	2	2	2	2
4. Western Illinois	1	2	2	2	2	1	2	2	1	2	2	-	1	3	-	2	2	2	3
5. Normal University, Ill.	1	2	2	1	x	yes	2	2	2	2	2	1	1	2	2	2	x	-	3
6. Ball State	2	2	1	2	1	1	1	1	1	1	2	2	2	1	2	1	1	1	2
7. Indiana State	2	2	1	2	2	2	2	2	2	2	2	3	1	2	1	1	2	2	2
8. Iowa State	2	2	2	2	x	3	2	2	2	2	2	2	2	2	2	2	3	3	3
9. Central Missouri	2	2	1	1	1	x	2	1	2	1	1	2	1	3	1	1	1	1	1
10. North East Missouri	2	2	2	1	x	1	2	2	2	1	2	2	2	3	1	1	1	1	1
11. North West Missouri	2	3	3	2	1	2	3	3	2	1	2	2	2	2	1	3	2	4	3
12. Western Michigan	1	1	2	2	x	2	3	2	2	2	2	2	2	1	2	2	2	3	1
13. Marquette, Michigan	3	2	-	2	4	2	2	2	3	1	2	2	3	2	1	2	4	3	3
14. Moorhead, Minnesota	2	2	1	1	2	1	2	2	3	2	2	2	1	2	1	1	1	2	2
15. Mankato, Minnesota	1	1	1	1	3	2	2	1	2	1	2	1	1	3	1	1	1	2	2
16. Stevens Point, Wis.	2	3	2	1	3	2	2	2	3	2	2	2	2	3	2	2	2	3	2

**Armstrong . . .**

(Continued from Page 99)  
of a more general kind.

Guidance conferences with high school seniors have been used whenever personnel and funds were available. The usual practice is to notify the superintendent of the intended visit of the college representative but to leave the particular type of service to the choice of the superintendent. Frequently, the representative is given an opportunity to talk to the senior class as a group. Individual conferences are arranged for a later period in the day. Following the visitation, personal letters are sent to all seniors who are indicated interested in the college. These letters are friendly in tone

and center around some particular point that concerned the student and was brought to light in the conference.

College students have sometimes accompanied staff members to their home communities to assist in making contacts with prospective students. This has proved very effective on occasion.

On the whole, college staff members who have done the counselling type of recruiting feel that it is worthwhile. However, visits are usually made in the spring when other institutions are sending representatives on recruitment missions and students may interpret the conferences as competitive rather than guidance measures. Schools vary greatly in their local guidance programs, also; hence students possess vary-

ing degrees of readiness for further counselling.

Members of the physical education staff use a technique that they think is resulting in improved quality of recruits interested in athletics. They write to graduates of the college employed as coaches in high schools in the area, asking them to send the names of promising athletes, and to include statements as to standards of conduct, scholastic ability, and interested in attending college. Selected individuals are then contacted by letter or by visitation.

Campus visiting days have been planned several times for high school seniors. For example, this last spring letters were sent to high school principals and senior class presidents inviting the en-

tire senior class to the college on the day of the regional track meet. The program featured activities in science, art, physical education, industrial education, and music.

Each year the graduating class of the High School Teacher Training Departments in southwestern Minnesota are invited to spend a day at the college. A number of the students enroll later for at least a second year of teachers education.

Regional high school basketball tournaments are held once a year in the college gymnasium, the college receiving a percentage of the gate receipts as payment for use of its facilities. It was originally planned to use this money to finance a dinner for all athletes attending the tournament. One such dinner was given but because of other demands on the college cafeteria the plan had to be dropped.

Certain groups of college students appear before high school audiences each year. The college choir plans an annual tour. The Gymnastic team goes out on occasion, as does the school band.

The college radio program, which is broadcast weekly, is one of the most popular programs in the Mankato area. Students participate frequently. For a few years the Mankato Chamber of Commerce provided ten yearly scholarships of fifty dollars each for freshman students. The practice was discontinued during the war, and may be difficult to revive, although it proved to be of definite assistance in recruiting students.

There are normally many opportunities for part-time employment for students. The Junior Chamber of Commerce canvasses its members for jobs, for men interested in athletics. The Dean of Men and the Dean of Women, as well as the Director of Personnel,

do much to help students find work.

More and more the college is concerning itself with the ambitions and needs of the young people in its service area. A broadening of the purposes of the institution is a present way of meeting additional needs. Certainly recruitment and service must go hand in hand.

As was said at the outset, the college has not coordinated its recruitment activities or evaluated those that have been used. It is evident from the description given that many people have participated in more or less sporadic attempts to recruit students. Perhaps wide staff participation is wholesome. Nevertheless, a systematically planned and properly evaluated program, unified by a coordinating agency and utilizing faculty and student talents, must be recognized as a needed base for effective recruitment.

**Moor . . .**

*(Continued from Page 100)*

ing you in the courses in which you can do your most effective work. You should plan to remain in DeKalb over the first week-end as those days are part of the Freshman program and will afford you opportunities to become further acquainted with your classmates and with your new environment.

According to our records you have a place to live in DeKalb. You are to be congratulated upon your good fortune as there are many girls whose applications have been approved for whom we have been unable to find living accommodations.

You have probably already received a health blank and instructions for having it filled out. Please send it in at your earliest convenience. We are eagerly looking forward to your coming to college. If I can be of any help to you in any way, please do not hesitate to write me."

The women students of the cam-

pus have a Freshman Advisory Council which establishes friendly relations with each incoming woman student in the months prior to the opening of college. The chairman of the council assigns each girl to an adviser who writes a friendly, informative letter about the college and its student life. Usually a flourishing correspondence between the two girls results from the preliminary letter. This student program constitutes an effective means of counseling and has proved very popular with both the freshman and the upper class women.

The Freshman Week program is similar to that found on most campuses. It is given below.

## FRESHMAN WEEK 1947

### Program of Events

Tuesday, September 9, 1947

8:00 Welcome by President Karl L. Adams, Auditorium.

9:00 - 12:00 Register and pay fees, Women in Social Club Room—Men in Library.

1:15 Meet with Faculty Group Leaders.

3:00 Mathematics Test Men's Gymnasium.

Evening—

8:00 "Get Acquainted" Party Women's Gymnasium.

Wednesday, September 10, 1947

8:00 English Test, Men's Gymnasium.

9:30 Choosing a Curriculum, Auditorium.

10:30 Meet with Faculty Group Leaders.

1:15 Psychological Test, Men's Gymnasium.

2:45 Meeting of Veterans, Auditorium.

3:30 or 8:00 Informal Group Parties.

Thursday, September 11, 1947

8:00 Reading Test, Men's Gymnasium.

9:15 Meet with departments listed below for discussion of major.

Biological Sciences Sci. 305

TEACHERS COLLEGE JOURNAL



Education	Adm. 117
English	Social Club Room
Fine Arts	Adm. 313
Home Economic	Sci. 209
Mathematics	Adm. 103
Phy. Ed.—Men	Men's Gym.

Meet with departments not listed for personal conferences.

10:00 Meet with departments listed below for discussion of major.

Foreign Language	Adm. 108
Industrial Arts	I.A. 7
Music	Adm. 300
Physical Sciences	Sci. 114
Speech	Adm. 111
Social Sciences	Adm. 308
Phy. Ed.—Women	Adm. 118

Meet with departments not listed for personal conferences.

11:00 Meet with Faculty Group Leaders

1:15 Vocational Interests Test Men's Gymnasium.

2:30 Meet with deans of men and women, men in Men's Gymnasium—Women in Auditorium

3:30 Meet with Physical Education departments, men in Men's Gymnasium—Women in Women's Gymnasium.

8:00 Reception to all Freshman given by the Young Peoples' Societies of the local churches. Place to be announced.

Friday, September 12, 1947

8:00 Meet with Faculty Group Leaders.

9:00 - 4:00 Registration for classes, Women's Gymnasium.

4:30 College Sing, South Lawn of Williston Hall.

5:30 Picnic, North Lawn of Williston Hall.

Evening—

7:00 Movie at Egyptian Theatre (Be prepared to show your student activity ticket at the door).

Saturday, September 13, 1947

8:00 Personality Test. Men's Gymnasium.

9:30 Lecture on the Use of the

Library, Auditorium.

Evening—

8:30 All School Party, Men's Gymnasium.

## Grimes . . .

(Cont. from Page 101)

needs; and (4) the course in freshman orientation which will assist you in getting off to a proper start on your college career.

### Unit VI

## HOW THIS COLLEGE CAN SERVE YOUR EDUCATIONAL NEEDS

Purposes:

1. To understand the college program, and how it will assist one in meeting his vocational and avocational needs.
2. To assist one in developing a sound plan for making use of the opportunities which the college provides.

### I. Educational Purposes of the College Program.

1. General Education
  - a. Bachelor of Arts
  - b. Bachelor of Science
2. Teacher Education
  - a. Bachelor of Science in Education
  - b. Master of Science in Education
  - c. Two-year Elementary Certificate
  - d. Certificates issued by the State Commissioner of Education.
  - e. Approved grades for county certificates.
  - f. Renewal of certificates.
3. Specialized Education
  - a. Bachelor of Science in Business Administration.
  - b. Bachelor of Music Education.
4. Pre-professional Education—Engineering, Medicine, Dentistry, and Nursing.
5. Terminal Education

- a. Agriculture
- b. Commerce
- c. Fine Arts
- d. Home Economics
- e. Industrial Arts
- f. Music

## II. How the College Program Operates

1. Residence Study
2. Correspondence Study
3. Extension Study
4. Combinations of two or more of the above methods.

Reference: *Annual Catalog*, Central Missouri State Teachers College, Pages 13, 14, 42 and 45.

### Unit III

## MAKING THE MOST OF YOUR STUDY TIME

Purposes: (Unit III & IV):

1. To understand what it takes to make good in college; and in terms of this, to take stock of one's study habits and skills.
2. To increase one's skills and to develop study habits essential to college success.
3. To understand various techniques for the improvement of study habits.

### I. Getting Off With A Good Start.

1. College success depends upon efficient study.
2. A definite program of study for each subject.
  - a. Select a time for each lesson.
  - b. Select a place for each lesson.
3. A Wise Time Budget.
  - a. Allow yourself more time for study.
  - b. If you need more time carry a reduced schedule.
  - c. If you need more time study your personal time schedule.
4. Concentration on the Task in Hand.
  - a. Avoid unnecessary distractions by the time-

- place habit.
- b. Make a survey of what you are to do in the period.
    - (1) Solve problems.
    - (2) Memorize vocabulary.
    - (3) Read assignment.
    - (4) Write theme.
  - c. Work against time.
  - d. How to read an assignment.
    - (1) Survey chapter and topic headings.
    - (2) Take notes as you read.
    - (3) Summarize your notes at the end of the period.
  5. How to Take Notes.
    - a. One notebook for what you read and what you hear.
    - b. File extra sheets away as the term goes on.
    - c. Class notes.
      - (1) Listen attentively and write down key words.
      - (2) Revise notes as soon as possible.
    - d. Reading notes.
      - (1) Follow author's plan for outline.
      - (2) Summarize each paragraph in a few words.
      - (3) Use abbreviations and symbols.

References: See bibliography for Unit IV.

#### Unit IV MAKING THE MOST OF YOUR STUDY TIME

- II. Understanding and Remembering.
  1. Retention of What is Read
    - a. Recite to yourself.
    - b. Summarize notes at close of each study period.
    - c. Review notes again before class.
  2. Improving your Ability to Get the Author's Meaning.

- a. Try to see the relation of this assignment to the topic under discussion and to the whole course.
- b. Study graphs, drawings, tables, and pictures.
- c. Read with a *critical attitude*, remembering that there may be other points of view than that given by the author.
- d. Give attention to your vocabulary.
  - (1) General.
  - (2) Technical.
- e. Reviewing.
  - (1) Review current topic when finished.
  - (2) Review whole course.
3. Improving Your Methods of Memorizing Material.
  - a. Select reasonably large units.
  - b. Repeat at frequent intervals at first, gradually lengthening the intervals between practices.

#### BOOKS IN LIBRARY ON IMPROVING METHOD OF STUDY

- |               |   |
|---------------|---|
| 371.8<br>B439 | Bennett, <i>College and Life</i> , Part III, "Learning in College"  |
| 371.3<br>C856 | Crawford, <i>The Technique of Study</i> , (Ch. IX good on vocabulary building)  |
| 371.3<br>C859 | Crawley, <i>Studying Effectively</i> , (Ch. IV good on note-taking and use of notes. Ch. V good on learning to concentrate) |
| 371.3<br>C675 | Cole and Ferguson, <i>Students' Guide to Efficient Study</i> .  |
| 371.3<br>W929 | Wrenn and Larson, <i>Studying Effectively</i> (Not much on vocabulary)  |

371.3 Frederick, Kitchen McEl-F872g wee, *a Guide to College Study*

#### Unit VIII

#### PHYSICAL EFFICIENCY FOR WOMEN

##### Purpose:

1. To promote an understanding of the importance of health as a prerequisite for personal well being, including not only bodily and mental vigor, but also generally adequate living.
- I. Why Be Physically Efficient in a Mechanized Society?
  1. Social reasons.
  2. Economic reasons.
  3. Esthetic reasons.
  4. Emotional reasons.
- II. What is Physical Efficiency.
  1. Ability of body to meet every day demands plus enough more to meet emergencies.
  2. Functioning of four biological rhythms: diet, rest, exercise, elimination, that the body might serve the nervous system.
  3. Good mental health.
- III. For What Daily Obligations do Women Need to be Physically Efficient?
  1. Housewife: housecleaning, laundrywork, cooking, sewing, dishwashing, hostess, etc.
  2. Mother: pregnancy, birth, care of family until 16 years old, etc.
  3. Community service: childrens' clubs, women's clubs, service clubs, philanthropic work.
  4. Profession: eight hour day, social obligations, community service, etc.
- IV. Ways of Achieving and Maintaining Physical Efficiency.
  1. Mental health.
    - a. Approach all problems with a desire to solve,



rather than with defeatism.

- b. Believe in and have faith in other people, at least until they prove their unworthiness.
- c. Have a worthwhile job to do in the world—be needed lest you die.
2. Physical health.
  - a. Avoid health panaceas and cure-alls, such as diet fads, exercise fads, etc.
  - b. Keep body a living organism through *use*.
  - c. Work and play out-of-doors.
  - d. Use every-day opportunities to get natural activity rather than labor saving devices and then devise artificial activity for conditioning.
  - e. Know a series of exercises to use when time and space are at a minimum.
    - (1) Sit-ups- abdominal shortener
      - tummy bulges
    - (2) Leg - raises-abdominal shortener
      - tummy bulges
    - (3) Windmill - side-stretcher
      - side-hip bulges
    - (4) Swan - back shortener
      - round shoulders
      - forward head
    - (4) Fishtail - plantar shortener
      - flat foot.

Allen . . .

(Continued from Page 102)

honors received, personal items appearing in the college paper, and any official correspondence to or about the student become a part of his cumulative record. All faculty members have access to these records and advisers are en-

couraged to use them freely in connection with student counseling.

A complete card system is kept in the Personnel Office showing the assignment and changes of advisers and all transfers are reported by cards to each of the persons concerned. In addition to the cards each adviser is furnished quarterly with a complete roster of active students included in his advisory group.

Continuous efforts are made to keep faculty advisers alert as to their responsibilities and opportunities in advising and counseling students and to acquaint them with changing policies and practices pertaining to the advisory system.

No consistent practice is followed by advisers in arranging conferences with their advisees, but each one is asked to take care of this matter as he sees best. However, regular office hours are maintained when students are not only permitted but are encouraged to seek conferences with their advisers when such are desired. Also, appropriate counseling blanks are provided whereby the summaries of conferences may be conveniently reported to the Director of Guidance whenever the advisers care to do so. A series of conferences are arranged for entering students both with faculty advisers and student mentors as a part of the orientation program. Student mentors represent a carefully selected group of young men and young women from upper classmen who give their services voluntarily in helping Freshmen become adjusted easily and readily to college life. They take an active part in the orientation programs and as a rule they prove to be valuable counselors for entering students. Each Freshman is assigned to a specific mentor who assumes the role similar to that of a Big Brother or Big Sister. This fine relationship oftentimes re-

sults in developing long and lasting friendships. Pre-registration periods are observed when students are invited to meet with their respective advisers for the purpose of planning their schedule of courses for succeeding quarters.

Any effective advisory system must solicit and secure the cooperation not only of the faculty advisers but also of the entire instructional and administrative staff. Each faculty member is asked to cooperate with the Director of Guidance in reporting at any time a student under his observation who seems to be having some difficulty and is in need of further assistance in making satisfactory school or personal adjustment. Special forms are provided for convenience in making such reports. These students are interviewed individually by the Director of Guidance in an effort to determine the cause or causes of their difficulty and, when necessary, they are provided with a program of remediation. In some cases, it seems advisable to recommend them for special clinical diagnosis and treatment. As a part of the Division of Personnel Service the college maintains special clinical services for cases needing psychological and educational testing, physical diagnosis, speech corrections, improvement in reading habits and skills, and development of better study and learning techniques.

It is readily conceded that the advisory system herein presented is far from being ideal but it seems to have some points of merit. In the last analysis its success is dependent largely upon the resourcefulness and sincerity of purpose of those faculty members who accept the added responsibility of faculty advisers. While the majority of them do perform their tasks rather faithfully and efficiently, it cannot be said that this is universally true. No effort has been made to reward them for

their extra duties either by providing additional compensation or by making special adjustments in their teaching loads. On the other hand, they accept this assignment as another opportunity to cooperate with the administration and to render professional service to the students whom they are given to advise. It is hoped that some feasible plan may be worked out whereby advisers may be selected on a more acceptable basis of fitness and willingness to serve and that they may be given more appropriate recognition for services that are well performed.

Jones . . .

### STUDENT COUNSELING

(Continued from Page 103)

*division* (junior and senior years). I should add that counseling also goes on at the graduate level.

When the prospective freshman fills out his trial program card, he designates the degree he is seeking, and the curriculum in which he wishes to major or the pre-professional course in which he is interested. He is then assigned to a faculty counselor who teaches beginning courses in the department in which his major falls. In about two-thirds of the cases, this counselor also has the student in a class. Ultimately, as scheduling is improved, at least 90% should be assigned to counselors who will have them in class during the first quarter.

The beginning freshman has a number of scholastic, social, and personal adjustments to make if he is to survive as a college student. Studies made 20 years ago and repeated more recently indicate that 30% of college freshmen do not survive the first year and only about 50% enter the junior year, and fewer still remain to graduate. Many are not intellectually or educationally qualified to keep the pace of learning at the college level. These should be

vocationally re-directed. Others lose out because they do not feel "at home,"—are personally insecure and unhappy. Others must learn to learn, and all must learn to manage their time economically in order to meet the daily, weekly, and quarterly routine of readings, classes, laboratory, and library assignments.

In brief, the task of the lower division counselor is to help the student adjust to the requirements and demands of college life in a way that will bring him both educational progress and personal satisfactions. It involves counseling on a wide variety of personal and academic problems,—selection of courses, reduction of the schedule, improvement of study methods, scheduling of time, problems of health, finance, roommates, or of social clubs. Above all, it provides a means by which the student may come to feel that *he belongs*,—that someone knows him and cares about him. No student should feel that he was overlooked or neglected while on this campus.

There are some fifty faculty members now participating in the lower division counseling program. Each has from ten to twenty freshmen assigned, as indicated above. The counselor is given a bulletin of instructions and in later numerous conferences with the Personnel Director around general and individual problems comes to interpret the counseling program most effectively.

In order to help the counselor to know the student both personally and with professional insight, a number of data are supplied him and means of contact are provided. The counselor is supplied with a six-page personal information blank filled out by the student and his high school principal as a part of his application for admission. This includes a 500 word autobiography and the principal's

ratings on a number of personal and educational traits. A little later, the counselor is given the student's percentile rank on the college intelligence test, on the high school achievement test, on the English Usage test, and on a reading test. From these an expectancy level of achievement is derived and expressed in terms of college grades or indexes. At mid-term of the first quarter and at the end of each quarter during the first year, the counselor is given the student's grades in every course, and he and the Personnel Director compare each student's achievement with his *expectancy level*. During these conferences, opportunity is afforded to exchange information about the student and to plan remedial programs when deficiencies show up. The Personnel Office is a center toward which information from all the personnel service units flow and is filed in the student's permanent folder.

In order to establish the personal contacts necessary to good rapport with the student, the counselors are on hand during freshman week and a definite period is scheduled for the freshmen to meet their counselors. Then for a period of 6 weeks, the freshman is expected to see his counselor at a scheduled time each week with a weekly record of his use of time filled out. At mid-term the grades are given to the freshman by his counselor, and those who are lagging are given further individual conferences. Often the student has a class with the counselor. Thus opportunity is afforded for the student to know his counselor and to consult with him as need arises. The counselor, too, comes to know the student and can give him suggestions on an individual basis. If the student continues in college, the counselor approves his registration card. If he withdraws from college, he can go with the assurance that he is



making a wise or a necessary choice and can leave with a feeling of personal worth.

There are a number of specialized services on the campus to which the student may go or be referred by his counselor to assist in meeting special problems. *The Director of Student Programs* interprets state requirements and curriculum specifications worked out by the college. The problems of social organizations and social affairs, as well as many personal problems of social adjustment, are administered and interpreted by the *Dean of Women*. The *Dean of Men* handles problems of student employment and there is a *loan committee* to help with other financial problems. The *directors of housing* for men and for women working with the Dean of Men, Dean of Women, and the Housing Committee administer the housing regulations and supervise housing facilities for students. Health problems are referred to the *college physician*, the *college nurse*, or to other members of the Student Health Committee. Many students receive *special tutoring* in English and Social Studies by Mr. Payne in the Personnel Office. The *Special Education Clinics* aid the hard of hearing, those with impairment of vision, the speech handicapped, and the slow readers. The *Vocational Counseling* and redirection of student veterans are provided for in the Veteran's Administration Guidance Center under contract on this campus. It is hoped that this office can continue as a service to all of our students. Students who wish to *cancel their registration* initiate the action in the Personnel Office, thus giving opportunity to review with the student all of the factors involved and to recanvass the facilities which may be available to avert the cancellation if the student wishes to continue. Often means of education-on-the-job or through correspondence

can be suggested when cancellation is desirable or unavoidable. Students whose academic record disqualifies them for re-enrollment may initiate plans for continuation with the Director of Personnel if, for any reason, they feel that the previous record is not truly representative. Here again is an opportunity to recanvass both the failures which either the college or the student have made up to this time, and the facilities which are available to the student to improve his record.

During the first two years, the student is getting adjusted to college life and college standards; he is completing the general education requirements and either confirming his original educational and vocational intentions or selecting new ones in terms of college experience; he is leaning to be studious and to plan and direct the use of his own time; he is making a reputation for himself on the campus among other students and with his professor; he is acquiring social competency among his peers and a sense of responsibility to the larger social and political institutions of his times. No student who leaves the campus during those first two years should have the feeling that the college failed to give him a chance,—that no one knew him or cared what happened. Those who enter the senior division should do so with the assurance that their preparation has been thorough and that their choices of specialization are reasonably secure. To help the student accomplish these adjustments,—both personal and educational, is the function of lower division counseling.

One is tempted to digress to illustrate with case after case how students who have played along in high school discover that they have resources and a level of ability that have never been tapped and awakened to new ef-

forts and new motives, how students discover their limitations to do college work and turn to employment and on-the-job training without too much heart-ache and without recriminations, how students shift from Pre-Engineering to Industrial Arts, or continue in the more exacting disciplines of Medicine or Engineering because they discovered their levels of ability, how students who are in danger of failing learned how to study and went on successfully, how student friendships and student organizations have given feelings of assurance and confidence to freshmen who were isolated—but it would render this paper altogether too long. Yet that is what is happening as it always has in college, but we hope more universally under this plan which provides individual attention to every student.

When the student passes the 80 quarter hour mark with a grade index of 45 or above, he makes a formal application for admission to the senior division. In doing so, his qualifications are cleared by the Registrar, the Speech Clinic, the College Physician, the heads of departments in which his major and minor are chosen and finally by the Director of Student Personnel. This is done in order to plan and to have time to correct any remediable defects and to plan carefully his program of specialization. The student is then assigned to the head of the department in which his preferred major falls as his *upper division counselor*.

At this level, only occasionally will the major counseling problems of the first two years recur. Now and then a student will become profligate of his time or will not have anticipated financial problems, or go stale on his studies, or flounder with some personal or social adjustment. But by and large, his last two years will be a period

of concentrated study, mostly in one or two fields of study, of deepening insights and interpretation, of acquiring professional and scholarly characteristics, of completing the legal requirements for his degree and the teaching certificate. Here the responsibility of the counselor becomes that of inducting the student into the scholarly and professional fellowship of the educational field which he has chosen for his life vocation. This will be done in helping him plan his choice and sequence of courses, in observing him and teaching him in class and laboratory situations, through formal and informal conferences, through citing him professional journals and giving him preliminary memberships in professional associations, through departmental clubs. During these last two years, not the student's personal welfare, but his professional qualifications become paramount. Here he must begin to lose himself in the profession he has selected. The leadership and fellowship of his upper division counselor becomes the human nexus upon which this maturing experience depends.

At the graduate level where the mastery of creative techniques in scholarship and in professional skills is the goal, the Director of Graduate Studies insures the necessary counseling through a Thesis Committee and a designated chairman who directs his thesis study.

After graduation, the student is again apart from the campus. The college does not lose interest in him but continues its counseling only at the request of the graduate. The Placement Office assists him in securing his first position and is alert at all times to aid him in securing a merited promotion. The Alumni Secretary likewise tries to keep track of his progress year by year and is able to be of help in establishing new contacts. An

in-service training program is partially worked out through extension courses, work shops, and school visitations. Thus the program of counseling begins through cooperation with the high schools, reaches a stage of institutional responsibility while the student is in college, and tapers off through cooperation again with the public school officials with whom our graduates work.

Beu . . .

(Continued from Page 104)

The numbers indicate 1-services good; 2-services fair; 3-services needing improvement; 4-services inadequate.

It can be seen from these reports that all except one of the five do rather well as far as physical examinations and housing are concerned. When it comes to dietary habits of students, and we would like to include health consciousness of students, all five institutions will admit there is much to be desired in their respective colleges. Likewise, when it comes to item No. 4 under E, it will be noted that all five institutions say some sport or skill is taught for post-college years. We believe all five have in mind that such a plan and philosophy is attempted rather than actively carried out.

We gave a report on athletics and recreation to this group two years ago and at that time pointed out that a certain college had three courses in health taught in three different departments. Our report of that data reads as follows:

#### 1. Physical Education Department

This course presents those principles of personal hygiene, community health, with fundamentals of anatomy and physiology that are deemed essential to the knowledge of every college student. Techniques and methods in health education are not considered as

part of the subject matter.

#### 2. Zoology Department

This course is presented so as to enable elementary students to appreciate the importance of scientific facts and attitudes in their relation to the human body in health and disease. Subject matter of great value to all students is considered.

#### 3. Biology Department

A study of protoplasm and its activities, and of the physiology of the nervous, muscular, and circulatory systems. Three lectures and one laboratory period each week.

We checked the 1947-48 catalog of this institution the first week of October, and no change has been made. Maybe no change should be made in the opinion of the faculty members of that college.

Concerning another college offering twenty or more courses in the women's physical education department, our report read as follows:

*Coaching.* This course includes a study of the following sports: field hockey, soccer, basketball, volleyball, track, archery, and tennis. Methods of teaching, construction of the grounds, equipment, and a review of rules for each sport are included. An opportunity for coaching or practice teaching is given. Study and practice in point systems, girl's athletic organization and management of tournaments, track meets, and play day are also included.

I do not wish to seem facetious, but if you read this, I ask you: How could the teacher honestly expect to do even one-fourth of the things that are mentioned in this course in the college catalogue? If the individual did a good job, I do not believe she could ever cover the rules for the sports listed to say nothing about all the other things claimed to be included in this one coaching course.

Now, if we go to the other extreme of this college which offers only one course for all the work in athletic coaching for the women, I want to call your atten-



tion to a teachers college where they have 2 or 3 semester courses plus coaching courses in football and basketball, track and baseball, a total of twenty-two coaching courses for the men, and seventeen 2 or 3 semester hour activity courses dealing with coaching for the women.

Again we checked the 1947-48 catalogues the first week in October; the only change these colleges have made in two years is that one of the colleges left out "offered every other year" from its coaching course. The write-ups and procedures for these courses are identical with the way they were offered two years ago. Maybe I am too impatient, and faculty members in health and physical education cannot make changes as quickly as we might like to see them accomplished.

Every teacher knows that what we teach at the present time is associated with the past, deals with the present, and looks to the future. The big problem is to have each one actually carry out this idea in deeds and thinking. An important responsibility of a health teacher, or any other teacher, is to give the student a better understanding of the way the events of yesterday, today, and tomorrow relate to him and his health. Health teaching to be effective, in my opinion, must be correlated with other studies and effective daily living. Separate health courses taught as so many little items of knowledge dissociated from the rest of the curriculum do not seem to do the job. Let us not follow the example in our health work which the school and college safety people are attempting, namely—trying to teach safety in isolated courses. Again, in my opinion, safety education to be functional and practical must be taught and used in every college course. Legislature requiring health or safety courses to be taught (as is the case in Illinois)

will not accomplish very much if the program is not integrated with the rest of the curriculum.

We have set up three phases of health service as our project at Western:

1. Change the content of the health course required of all students so that it is a functional, practical course and not a course dealing merely with physiology as is frequently the case with health courses. This course is to be of actual value to the student to improve his own health habits, ideals, and diets.

2. A second health course will contain the type of material which will assist rural, elementary, and high school teachers in teaching functional health habits and ideas is their respective teaching positions and in aiding the community with their health problems.

3. We shall attempt to set up some principles for health service for all the students in a teacher college:

- a. Each student should have a complete physical examination at least once each year, including attention to vision, hearing, teeth, and general health.

- (1) Follow-up suggestions to the student and to the parents, and in so far as possible setting up needed corrective and protective measures in the college.

- (2) Instruction to the students as individuals, or as groups, which will lead to correcting undesirable habits and attitudes and to instilling appreciation of physical and mental health.

- (3) Special instruction in diet with provisions as to what constitutes wholesome food, exercise, and rest.

- (4) Instruction as to play and exercise to develop and retain good muscular co-ordination.

- (5) Opportunity for recreational activities which will carry over after college life, such as golf, tennis, swimming, bad-

minton, horseshoes, etc. Too few colleges, as shown by the survey we made a year ago, have any provisions for that type of activity.

- b. The college through its Health Committee should work with and through the parents as the parents have the primary responsibility for the health of their sons and daughters.

- c. Each college should have a school doctor and one or more full-time nurses depending upon the size of the institution.

- d. Safety, sanitation, and health saving devices should be set up in the buildings and put into use throughout the institution.

- e. Emotional stability and a wholesome mental attitude in healthful living should be stressed.

- f. A cafeteria serving wholesome and well-balanced menus should be provided on each college campus. In addition, if feasible, there should be special foods for individuals who are exceptional and need extraordinary types of meals.

- g. Even if the state law does not require it, each college should have periodic examinations and inspections as to health of all persons in any way connected with the serving of food in the college cafeterias or dining halls.

- h. First aid courses should be offered on each college campus. If not required, they certainly should be electives. Courses in physical health should be required of each student before graduation.

- i. Each college campus should have provisions for an infirmary or isolation ward in case of communicable diseases.

- j. Each college should have a health committee or health coordinator integrating various departments concerned with health.

- k. Each college should have sufficient personnel available to provide for individual attention to student's health.

- l. There should be remedial devices and measures of various

kinds to correct physical defects in health habits.

m. Positive health ideas, ideals, and habits should be set up. Too frequently in teaching the stress is on what not to do; we favor the positive procedure in health service.

n. Provisions should be made in the college for social and emotional growth, as they are definitely a part of general health and healthful living.

We at Western are merely starting our project and welcome constructive criticisms of any type.

## Keeton . . .

(Continued from Page 105)

older girls who make them.

Off-campus, social experience in the student rooming house varies with the householder who owns the house, the facilities she provides, and the students who happen to rent rooms in the house. Recognizing our weakness off-campus, we have emphasized the development of a social training program for all students through student organizations. Delegates to conventions are encouraged to discuss what to wear and what social responsibilities they will meet. Athletic, music, and forensic teams are urged to consider themselves socially as ambassadors representing their school, in transportation facilities, restaurants, hotels, and social events on other campuses. Tours to visit the legislature, parks, public institutions near or far, plays and fairs and exhibits, are opportunities for observation and practice in acceptable public behavior and appropriate dress. Our Women's Recreation Association, in addition to sports activities, also encourages other recreational outlets which provide training for social leadership—play nights, square dancing, picnics, camping trips, skating parties.

The most comprehensive program of social training is carried on by the all-women's organization, Women's League, and the all-men's University Club. These organizations work in close cooperation with the Dean of Women and the Dean of Men, who are their faculty sponsors. Student planning and student execution of plans are essential to the success of their program.

An important section in the freshman handbook, *Campus Cues*, edited by Women's League and University Club, is on what to wear. The style of *Campus Cues* is breezy, but the advice given is serious and carefully thought through by the editors of the handbook, as can be distinguished in the following excerpts from the advice to the co-ed:

"For school and spectator sports you'll mix and match skirts and sweaters, or substitute sport dresses and suits, wear sox and flats, and complete the costume with your favorite piece of jewelry.

"For active sports there's nothing like shorts, but it's best to have a skirt to wear over them,—or slacks, flannel if you're lucky. If not, a pair of pedal pushers will do the trick. With them wear a blouse or sweater.

"For school parties, take a dressup dress, add hose (either nylons or the liquid variety) and heels, plus a dash of that specially 'designed to ensnare any Red Byrd' cologne, and the picture is complete.<sup>2</sup>

"For church, lectures, receptions and formal teas, wear your 'best' dress or suit, a pair of gloves, a purse—and don't forget the hat. For informal teas after school, come straight from class in your school outfit.

"Formals come under two headings—semi and strictly. For the

<sup>2</sup> Since the symbol of the school is the Cardinal, *Campus Cues* follows the adventures of Red Byrd, the typical campus man, and Lady Red Byrd, the typical campus woman.

former, a floor length dress, shoulders covered, evening bag and sandals are right. For strictly formal occasion the attire is the same, or if you want to be glamorous (and who doesn't?) then a smooth, black off the the shoulder gown will rate you high in the Elizabeth Scott bracket."—*Campus Cues*, 1947-48, pp. 16-17.

An annual style show presented by the Women's League models not the newest fashions provided by local merchants but the wardrobes of our own students to show what costumes are appropriate for campus events. Upperclass counselors report that what to wear and what to do socially are questions most frequently asked by Campus Sisters, Picnic, formal and informal dances, teas, an indoor carnival, a "stunt show" in which campus organizations compete for an annual award, assembly programs—these are only a part of the events planned by these two organizations. Dad's Day honoring fathers is jointly planned during the football season, with a ceremony between halves and a reception after the game. An annual Christmas service is planned by the men with a reception following. The beauty and dignity of this service are a constant pride to the students who make it possible and to their guests. A Mother's Day service and reception are sponsored by men and women in the spring.

Women's League activities include a series of program meetings held each year, usually on some phase of social competence—last year on personal grooming, for example, this year on the use of leisure time. To reach off-campus houses, the Women's League has organized a House Presidents Board, with representatives from all houses with two or more residents, to provide discussion of rooming house problems, and to present constructive suggestions for group living. This last year the House Presidents



Board established a mimeographed periodical for and by the girls themselves and mailed to each house president. A second, older Women's League publication, issued on special occasions (such as the style show, Homecoming, Christmas) to give impetus to women's activities, includes a section on how to act or what to wear.

Other agencies for social training are concerts, dramatic productions (including student ushering), lecture course numbers, assembly programs (including an occasional program directly on social competence, presented either by students or by a faculty or visiting lecturer). Although there is no organized program for opening faculty homes to students, frequently faculty counselors do so for their counselees, faculty sponsors for their organizations, and faculty department heads for their majors.

For a few years a two-hour credit course in social adjustment was required by two departments, but when it proved impossible for other departments to fit the course into their requirements, the idea was reluctantly dropped. This course, both for men and women, provided practice in sending invitations, planning and carrying out teas, receptions, dinners, and banquets, acting as hosts and hostesses, etc., with discussion of principles and practices involved. When we revise our general curriculum, we hope to bring up again the possibility of requiring such a "laboratory" course for all except Home Economics majors (who receive training in their own major courses). As an experiment in social training we believe it paid its own way. We should be interested in knowing whether others have tried giving academic standing to the study and laboratory practice of social competence.

In addition to the work of the

Dean of Women and of the Dean of Men, and their Assistants, faculty study and encouragement of programs to develop social competence come mostly from two groups, those working on the improvement of training student teachers, and the Student Personnel Committee, an appointed faculty standing committee made up of representative members of the faculty plus personnel officers, such as the Deans and Assistant Deans of Men and Women, the Registrar, and the University Physician. The President of the University is an ex-officio member.

Dreams for the future include a student union as a social center; a director of personal grooming, with clinic facilities for individual consultation, and campus residence—and hence planned social training—for a majority of both men and women.

## Hilliard . . .

*(Continued from Page 106)*

the teacher or at least some representative from the school system involved is present at the time of the final conference.

4. A definite plan and schedule of objectives to be accepted is being set forth for students who expect to do interne work in the Psycho-Educational Clinic.

5. The personnel of the Psycho-Educational Clinic hope that some plan can be worked out with the Department of Education whereby students who expect to teach can have an opportunity to observe and actually participate in the clinical studies of maladjusted children and adults.

### IV. *Nature of the Problem for which Referrals were made.*

The following table shows the nature of the work carried on by this clinic during the year 1946-47.

#### V. *Speech Correction.*

Dr. Charles VanRiper, head of

the Department of Speech Correction, submits the following summary on his department for inclusion in this paper:

Since 1936, when speech correction first appeared in the Western Michigan College catalogues, at least 600 students at Western have received some training in methods for removing speech defects, more than 700 school children have been examined, and 223 students have been given remedial work for their own speech defects. These three groups represent the major functions of the speech correction courses and the speech clinic: to train prospective teachers, to formulate a plan of treatment which the parent or classroom teacher of a speech defective child can follow, and finally, to provide intensive clinical help for those students whose stuttering, sound substitutions, or abnormal voices prevent social and economic acceptance by a fluent world.

At the present time the majority of those taking these courses are former classroom teachers, or those enrolled in the elementary, speech, special education, or English curricula. Extension classes have also been provided both on campus and in outlying centers. While the courses, of course, cannot hope to equip the classroom teachers to handle all speech correction problems, they do dispel the ignorance and uncertainty which has prevented many children from overcoming their speech handicaps. They provide sufficient remedial information to permit the classroom teacher to work with nearly all of the sound substitution cases (which amount to over one half of all the speech defects) and at least to refrain from harming the stuttering and voice cases. Many of the latter indeed have profited a good deal from the cautions as well as from the positive suggestions given in these general courses.

## SUMMARY OF THE NATURE OF REFERRALS

JULY 1946, TO JUNE 1947

Nature of the Problem	Number of Cases
Audiometer Examinations	27
Competitive Scholarship Examinations	53
Dental Aptitude Examinations	10
Educational Guidance	197
Educational Maladjustment	123
Entrance Examinations	340
General Educational Development Examinations	386
Graduate Record Examinations	4
Marital Difficulties	46
Medical Aptitude Examinations	15
Mental Retardation	40
Ohio State Psychological Examinations	2010
Personal Maladjustment	750
Rehabilitation	71
Social Maladjustment	44
Telebinocular Examinations	113
Aptitude Testing-Veterans Administration	691
Vocational Guidance	10
Total	4930

In addition to this general training, Western offers a special curriculum in speech correction, and only two or three students are permitted to complete this intensive training in any one year. Since this selection insures especially capable special teachers, all of those so trained have been placed without difficulty in the larger school systems of this and surrounding states.

These speech correction and classroom teachers often meet special problems which demand the testing and detailed examination which the speech clinic offers. Children are referred to us from schools throughout the state. Two afternoons each week are set aside for these outpatients and, at the present writing, the waiting list contains appointments two months in advance. Superintendents and principals have expressed great appreciation for this type of service, and often refer their speech defective graduates to our institution. Outpatient examinations include a thorough case history, voice, stuttering or articulation tests, examination of the speech organs, a breathing and phonograph recording, laterality and

other special tests, a comprehensive analysis of the causes and symptoms of the disorder, and enough retaining to indicate the proper direction which treatment should take. In most cases, a series of short fifteen-minute speech lessons, sufficient to provide one daily for a month, are given or sent to the teacher. These are so designed that any capable classroom teacher could conduct them, and they are accompanied by pamphlets containing general information concerning the particular disorder presented by the child. The lessons ask for a report at the end of the month and seldom are these omitted. It is pleasant to report that almost all teachers welcome these additional opportunities to serve their handicapped children, and that a great many children have profited from the help which the teacher gives when she knows what to do. The interest by such activities often results in P.T.A. projects such as speech correction demonstrations and lectures, extension speech clinics, and even the purchase of audiometers or the hiring of speech correction teachers. At any rate, the service seems to be educating the general public and the teaching profession to a better

understanding of the speech cripple's distressing problem.

A free summer speech clinic is provided for children whose parents or teachers can enroll in the accompanying speech correction courses. This gives the parents and teachers an opportunity to do speech correction work under supervision and to observe good models.

Finally, and perhaps of greatest importance, the speech clinic offers to the students at Western an opportunity to improve their own speech. All entering freshmen are given speech examinations and those whose speech is defective are urged to avail themselves of our services, but many postpone all remedial work until the last semester before graduation and then beg for help with their lisps, stuttering, or inadequate voices. At the present time thirty two students are receiving individual treatment in the clinic. At least three times that number are in need of it.

The treatment given these speech defective individuals consists of a class meeting thrice each week and daily conferences with myself and my student assistants. Detailed assignments for outside work are given daily, and the student is expected to spend at least three hours each day on his speech. Many of them spend much more. The new clinical, conference, and laboratory rooms, with their interconnecting phones and other apparatus, make possible a very intensive and successful therapy. Not all our cases are cures, but we have had our share not only of miracles but also of honestly earned speech improvement. Much depends upon the student's motivation and application. A speech defect at the adult level is not an early thing to eradicate, but where a true desire can find true help, success is usually assured.



"Better School Library Service In Indiana"  
Has Been Chosen As The Theme Of  
School Library Workshop  
July 26 - Aug. 6, 1948

Sponsored By Library Dept., Indiana State Teachers College



The College Library will be the scene of the Two-weeks Workshop July 26 - Aug. 6

VISITING CONSULTANTS

Mrs. Dilla McBean, Librarian  
Board of Education  
Chicago, Illinois

Miss Nancy Hoyle  
Associate Director of Library Science  
F. E. Compton and Co.  
Chicago, Illinois

Miss Esther Burrin  
Director of School Libraries  
Dept. of Public Instruction  
State of Indiana

PLANNING COMMITTEE

Miss Nelle McCalla, Chairman

Miss Hazel Armstrong

Miss Lucille Viehe

For further information write:

Miss Nelle McCalla  
Indiana State Teachers College Library  
Terre Haute, Indiana

## Indiana State Teachers College Offers New Graduate Program In Business Education At The Masters Level

The Commerce Department of Indiana State Teachers College is happy to announce that it is now in position to offer a complete graduate program in Business Education at the Masters level. Beginning in the summer of 1948 are new graduate offerings in Business Education relative to Principles and Problems, Curriculum Problems, Guidance and Evaluation, Administration and Supervision. Improvements of Instruction in Bookkeeping, Typewriting, Shorthand, Basic Business, and Workshop Offerings are provided. In addition to these professionalized graduate offerings, content subject matter offerings in all areas of Business Education increase the total hours of work open to graduate students to eighty quarter hours.

A graduate student can now secure a Master of Science in Education Degree with a major in Business Education, and of the forty-eight required hours, earn thirty-two hours in the field of Business Education and Commerce. Additional graduate offerings are available in the various other departments of the college.

For detailed information regarding individual needs, write Dr. Paul F. Muse, Chairman; Department of Commerce; Indiana State Teachers College; Terre Haute, Indiana.

## Indiana State Teachers College Offers Workshop In Business Education

The Commerce Department of Indiana State Teachers College wishes to announce that during the first two weeks of the second summer term, 1948 (July 26 to August 6) it will sponsor a Business Education Workshop.

Unusually fine talent is available for this Workshop in the personnel of Dr. John Trytten, Professor of Education, University of Michigan; Mr. Charles Zoubek of the Gregg Publishing Company; and Mr. Harmon Wilson of the Southwestern Publishing Company. Dr. Trytten is the director of the University School at the University of Michigan, and brings to the Workshop years of successful experience in both college and secondary school instruction. Mr. Zoubek needs no introduction with respect to his ability as an author and writer in the field of Shorthand. Mr. Wilson is a successful writer in the field of Consumer and Basic Business Education in addition to managing one of the outstanding Commercial Publishing Company's in our country.

In addition to these three visiting specialists, the college makes available its own staff, many of whom are authorities in their respective fields. This summer's Workshop meets a great need of Commercial teachers. It is recognized as a four-hour graduate course. For detailed information regarding individual needs, write Mr. George Eberhart, Director of the Business Education Workshop, Indiana State Teachers College, Terre Haute, Indiana. Enrollments in the Workshop will be limited, so you are urged to make your enrollment on the attached blank and return it immediately to the Director of the Business Education Workshop.

Please enroll \_\_\_\_\_ for this summer's  
name and address

Business Education Workshop from July 26 to August 6. I am particularly interested  
in problems in the field of:

Check your interests

Bookkeeping	( )
Shorthand	( )
Typewriting	( )
Basic Business	( )